

Providence
Schools



**Lillian Feinstein Elementary School @ Sackett Street
School Reform Plan**

Transformation Office

OCT 22 2010

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Title I 1003 (g) School Improvement Grant Application
Completed by: Lillian Feinstein @ LFS Street School, Providence Public School District
Submitted to: Rhode Island Department of Education



Table of Contents

- I. Needs Assessment
- II. Governance
- III. Strategic Goals Overview
- IV. Strategic Goal #1: Improve ELA Proficiency
- V. Strategic Goals #2: Increase Math Proficiency
- VI. Strategic Goal #3: Increase Parent Engagement
- VII. Evaluation and Accountability
- VIII. SRP Summary: People, Time, and Resources

I. Needs Assessment

School Context

Located on the South Side of Providence, Rhode Island, Lillian Feinstein Elementary School at Sackett Street (LFS) serves approximately 450 students in grades K -5. The composition of these students is diverse and reflects a high level of need:

- 84% of students qualify for free and reduced-price lunch.
- 34% of students have Limited English Proficiency (LEP).
- 18% of students have an Individualized Education Plan (IEP).
- 78% of students are of Hispanic/Latino descent. The remaining students are African American (13%), Caucasian (6%), and Asian (4%).

Literacy/ELA

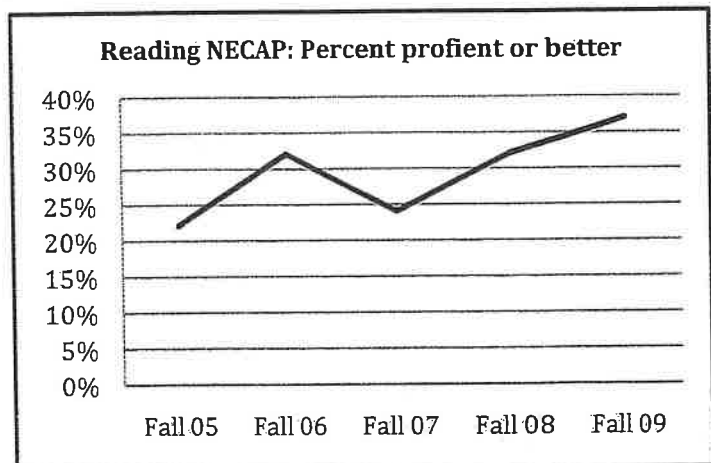
While overall student reading proficiency at LFS is improving, LEP students continue to lag behind. The Direct Instruction reading program, as currently implemented, has proven to be less effective for LEP students.

Areas of Strength:

- NECAP three-year trends show an increase in the percentage of student proficiency in 3rd grade (34% to 40%), 4th grade (27% to 35%), and 5th grade (32% to 39%); however, this same trend was not observed in the SAT10 data.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data show three-year positive gains in K, 1st, and 3rd grades. These gains were between the Beginning of Year (BOY) and End of Year (EOY) scores.

Areas of Concern:

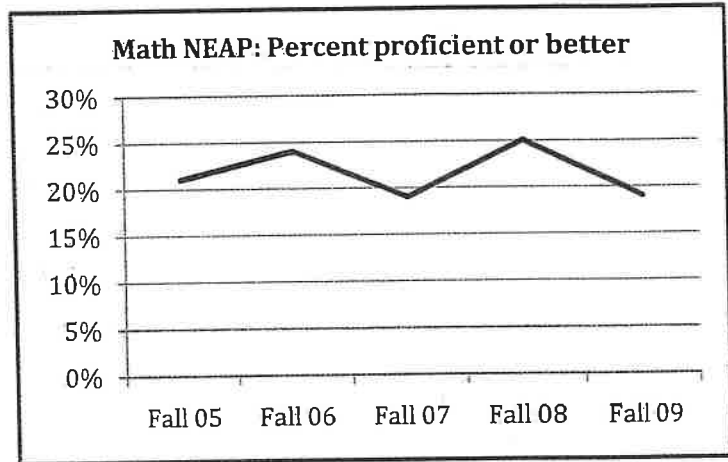
- The mean scale score in all three NECAP grade levels remains below proficient.
- None of the 3rd or 4th grade students with LEP status have reached NECAP proficiency within the past three years. This is despite ACCESS data indicating that 29% of 3rd grade students and 8% of 4th grade students identified as LEP were at the *Bridging or Reaching* levels of proficiency.
- 2007 data indicate that 5% of 5th grade LEP students reached proficiency on NECAP reading; in 2008, 0% reaching proficiency; in 2009, 5% reached proficiency, although ACCESS data showed that 5th grade had 17% of students



fluctuation in scores - concerning!

identified at the *Bridging* level.

- DIBELS data demonstrate that 2nd grade students have made inconsistent gains over the past three years; 32% met Benchmark in 2007, 41% in 2008, and 34% in 2009.
- SAT10 data for 4th and 5th grade students also indicate inconsistent gains over the past three years.



Mathematics

Overall, NECAP math scores show no improvement over the past three years except for students with IEPs. There exist particular gaps between male and female students and LEP and non-LEP students in mathematics performance.

Areas of Strength:

- The percentage of 4th grade students with an IEP scoring Level 1 on the NECAP exam (substantially below proficient) decreased from 80% to 53% between 2007 and 2008.
- Students with an IEP in grade 3 decreased the percentage of Level 1 scores from 84% to 54% from 2008 to 2009. *(due to what?)*

Areas of Concern:

- NECAP data show no significant change or improvement in total or by subgroups, except for students with IEPs as noted above.
- NECAP data show a gap between male and female subgroups in 2008 and 2009. In 2008, the 38% of male students scored Level 1, compared to 50% of female students. In 2009, 42% of male students scored Level 1, compared to 60% of female students.
- From 2007 to 2009, the percentage of ELL students in Level 1 significantly increased: 55% to 84% for grade 3, 77% to 81% for grade 4, and 83% to 91% for grade 5.
- ACCESS for ELLs from 2007 to 2010 show that the majority of identified ELLs tested at proficiency levels 1 to 3 (*Entering to Developing*: in 2009, 66% of grade 3, 76% of grade 4, and 80% of grade 5).

Parent and Community Engagement

Multiple measures of parent engagement found low rates of parent participation and engagement. Many parents attend certain social events at LFS; however, relatively few maintain ongoing levels of participation, as measured by PTO attendance, for example.

which is what? for how long?

Areas of Strength:

- The June 2010 Parent and Community Survey (61/450 surveys were returned) asked parents to rate LFS on a scale of 1 to 4. Parents rate the schools on average above 3.0 in the areas of Communication, Learning at Home, and Decision-making.
- This survey shows that parents are pleased with the level of parent-school communication, are provided with information to support learning at home, and feel that they have input into school policies.
- 61% of parents attended the First-Day Celebration. Over 50 parents attended events including Parent-Teacher Night/Open House, PTO Pumpkin painting, Harvest Bingo, Winter/Spring Concerts, Yard Sale, and Family Talent Night.

Areas of Concern:

- Attendance at Parent/Teacher Organization (PTO) meetings and School Improvement Teams (SIT) is limited.
- According to the Parent and Community Survey, parents rated an average of 2.61 on feeling welcomed to volunteer at the school.
- A significant number of students are bused from out of the school neighborhood (177 are assigned transportation for the 2010-2011 school year). Therefore, parents who do not live in close proximity to the school may have difficulty attending meetings simply because of a lack of transportation.

School Environment

Though there are indications that LFS has cultivated a stable environment for learning (e.g., attendance has remained high for the past five years), students indicate that safety within and outside of school is a concern.

	2005-06	2006-07	2007-08	2008-09	2009-10
Attendance	94%	94%	93%	93%	93%
Tardiness	3%	2%	2%	2%	2%
Mobility	24%	23%	23%	24%	n/a
# disciplinary infractions	2	34	63	29	n/a
In-school suspensions	1	n/a	n/a	1	n/a
Out-of-school suspension	1	34	63	29	n/a

Why is so much data missing from 2009-10

II. Governance

The school will be led by a turnaround principal with a successful track record of improving student achievement. The turnaround principal will convene a school-level Leadership Team responsible for improving student achievement and all other aspects of school performance in order to attain student and school success. The Leadership Team shall use a collaborative decision-making model in all aspects of school operations, especially instruction.

Upon selection of the school faculty, school leaders will conduct a process to identify the Chief Learning Representative, teacher-leaders and additional members of the Leadership Team.

In fulfilling its responsibility, the Leadership Team shall have the ability to:

- 1) Through the UP! Executive Board, seek a waiver from the Providence School Board to function outside district policies and procedures.
- 2) Operate outside the district-wide collective bargaining agreements.
- 3) Utilize alternate hiring policies/procedures to select all staff for the school.
- 4) Design the school's learning model building upon the Aligned Instruction System.
- 5) Implement a professional development program to support the Aligned Instruction System which can be tailored to individual school's needs.
- 6) Implement a RIDE approved teacher evaluation model.
- 7) Implement alternative school and work schedules.
- 8) Utilize flexible funding procedures to strategically align resources to meet strategic goals and expend all funds which comprise the school-based budget.
- 9) Establish mechanisms to resolve curriculum, staffing and operational issues within the context of the school intervention plan at the school level.

The school principal will be responsible for demonstrating a distributed and collaborative leadership style. Disputes, differences or impasses over the exercise of the Leadership Team's authority or in reaching consensus on decisions shall be resolved among the members of the Leadership Team in a good faith and collaborative manner. In the rare instance a dispute is not resolved by the Leadership Team, the Building Principal shall have the authority to resolve the matter. If the Leadership Team is not satisfied with the resolution, the Leadership Team may request the assistance from the EMO to resolve the dispute.

III. Strategic Goals Overview

After a careful analysis and consideration of student and school-wide data, the new LFS leadership will focus on improvements in three key areas. In order to produce significant gains in these areas with the highest demonstrated need, LFS administrators and staff will target resources and efforts appropriately. Administrators will use these three goals as levers for improvements in other areas by modeling effective programming, fidelity in execution, appropriate resource allocation, and effective use of data and interventions. The following three sections provide further detail regarding targeted strategies for each of the three goals.

Activities	Indicators or Metrics
<p>1 Improve ELA achievement of LEP students.</p> <ol style="list-style-type: none"> 1.1. Extend school day and school year 1.2. Discontinue the Direct Instruction (DI) program and Read 180 1.3. Implement Reading Street and My Sidewalks 1.4. Hire Literacy Intervention Specialist 1.5. Provide ESL PD to all teachers 1.6. Provide structured weekly common planning time for teachers 1.7. Analyze and use formative assessment data to drive instruction 1.8. Hire Asst. Principal to manage school operations 	<ul style="list-style-type: none"> • Audit of existing reading programs • NECAP, SAT10, DIBELS, and ACCESS data - aggregated and disaggregated • Ongoing plan for PD • Teacher attendance at PD and common planning sessions • Literacy Specialist hired • Walkthroughs/Fidelity of Reading Street implementation • Use of data and Collect Analyze Reflect Act cycle • New AP allows Principal to focus on teaching and learning
<p>2 Increase math proficiency school-wide and address achievement gaps.</p> <ol style="list-style-type: none"> 2.1. Extend school day and school year 2.2. Implement year 2 of the District/ enVision math curriculum 2.3. Use Tier II and III of the math curriculum for differentiation 2.4. Hire Math Intervention Specialist 2.5. Develop a structured PD cycle for the new math curriculum 2.6. Analyze and use formative assessment data to drive instruction 2.7. Provide structured weekly common planning time 	<ul style="list-style-type: none"> • NECAP, SAT10, DIBELS, and ACCESS data - aggregated and disaggregated • Ongoing plan for PD • Teacher attendance at PD and common planning sessions • Utilization of the Math Specialists to organize student interventions • Walkthroughs/Fidelity of enVisions implementation • Use of data and CARA cycle • Schedule to accommodate for math interventions

3

Target and increase parent engagement.

- | | |
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| <ul style="list-style-type: none">3.1. Establish Parent Teacher Organization office3.2. Host monthly PTO meetings3.3. Establish full-service community school3.4. Encourage parent volunteers3.5. Host monthly parent workshops3.6. Create a system and process for regular communication with parents (e.g., monthly newsletter)3.7. Distribute and explain student trackers/report cards3.8. Host family literacy/ESL classes | <ul style="list-style-type: none">• Number of PTO meetings held• Number of parent events held• Attendance at PTO meetings and parent events• Number of parent volunteers• Parent satisfaction survey data• Distribution and explanation of student report cards• Number of parent workshops held, topics discussed, attendance, and feedback survey• Enrollment and progress in family literacy/ESL classes |
|--|--|

IV. Goal 1: ELA Proficiency

1

Improve ELA achievement of LEP students.

- 1.1. Extend school day
- 1.2. Extend school year
- 1.3. Discontinue the Direct Instruction (DI) program and Read 180
- 1.4. Implement Reading Street and My Sidewalks
- 1.5. Hire Literacy Intervention Specialist
- 1.6. Provide ESL PD to all teachers
- 1.7. Provide structured weekly common planning time for teachers
- 1.8. Analyze and use formative assessment data to drive instruction
- 1.9. Hire Assistant Principal to manage school operations

Program Evaluation of Direct Instruction (DI)

A formal evaluation of the Direct Instruction (DI) program at LFS has shown little progress in improving ELA proficiency rates for LEP students. In fact, LEP students appear to be losing ground. None of the 3rd or 4th grade students with LEP status have reached NECAP proficiency within the past three years. This is particularly alarming given that 34% of the school's students are LEP status. In all grades, nearly three-quarters of the LEP students fell within the lowest category on the 2009 NECAP reading exam (Level 1: significantly below proficient).

The DI program does not adequately serve LEP students, nor has it produced dramatic gains school-wide. Given that such a large portion of the student population are either bilingual or LEP, the school must consider programs that are more suited to address students' demonstrated needs. The DI program has also included JP consultants who serve as implementation specialists. The consultants were to have supported and guided teachers through full implementation of the program. The school will replace the DI curriculum for LEP students, thus eliminating the need for these external consultants next year.

District and Reading Street Curriculum

Beginning in 2010-2011, LFS will implement the district's new guaranteed and viable reading curriculum in place of the DI curriculum. *Reading Street* by Pearson will be delivered through a 195-minute literacy block in elementary classrooms (due to the extended school day, LFS's literacy block will be 195 minutes, compared to the district 150-minute elementary literacy block). The Reading Street curriculum uses a weekly cycle, which emphasizes skill-building in different areas on different days of the week. The extended literacy block is meant to give students a heavy dose of literacy instruction. The

curriculum is designed to motivate students by offering engaging literature, using scientifically-researched instructional strategies, and equipping teachers with a wealth of teaching tools. The district selected the Reading Street curriculum because of its focus on language development.

Unlike the DI program, Reading Street is designed to accommodate diverse learners. The program facilitates differentiated instruction by emphasizing ongoing progress-monitoring. The daily literacy block incorporates time for small group instruction, and the curriculum provides an explicit plan for targeted use of the small-group time. Reading Street prioritizes skills instruction at each grade level; therefore, the curriculum is vertically aligned across grade levels. Through direct and small group instruction and ongoing progress-monitoring, Reading Street will better support LEP students, thus addressing the school-wide goal of improved reading proficiency, particularly amongst ELLs.

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading Whole Group	Concept development (concept talk; anchor talk; amazing words) Phonemic awareness Read aloud-listening comprehension	Concept development (concept talk; anchor talk; amazing words) Phonemic awareness Main selection	Concept development (concept talk; anchor talk; amazing words) Phonemic awareness Main selection	Concept development (concept talk; anchor talk; amazing words) Phonemic awareness Main selection	Concept development (concept talk; anchor talk; amazing words) Review phonemic awareness Paired selection
Reading Small Group	My Sidewalks Spelling from My Sidewalks words	My Sidewalks Spelling from My Sidewalks words	My Sidewalks Spelling from My Sidewalks words	My Sidewalks Spelling from My Sidewalks words	My Sidewalks Spelling from My Sidewalks words
Writing	<i>Reading Street writing to be defined</i> Step-Up Writing	<i>Reading Street writing to be defined</i> Step-Up Writing	<i>Reading Street writing to be defined</i> Step-Up Writing	<i>Reading Street writing to be defined</i> Step-Up Writing	<i>Reading Street writing to be defined</i> Step-Up Writing

Literacy Interventions

In addition to the core Reading Street curriculum, identified students will receive literacy support through targeted interventions. At the beginning of the school year, a combination of Reading Street assessments, DIBELS, and other district-wide assessments will be used to place students in three tiers, reflecting the level of support that each student requires.

Each student will then be regrouped for the 195-minute literacy block. Logistically, LFS has three classrooms per grade level. Class 1 will have the high-performing students (Tier I, those scoring Green on DIBELS), Class 2 will have middle-performing students (Tier II, Yellow on DIBELS), and Class 3 will include the weakest-performing students (Tier III, red on DIBELS).

Every day, all students will receive a lengthened literacy block. During the small-group time (see literacy block breakdown in chart below), student will “walk to read.” During that time, students will leave their homeroom teacher to go to the classroom with the appropriate level of support. During “walk to read” the classrooms will be staffed appropriately:

- Tier 1 (highest-performing students): 1 teacher
- Tier 2 (middle-performing students): 1 teacher and 1 instructional assistant
- Tier 3 (weakest-performing students): minimum of 1 teacher, 1 literacy specialist, 1 intensive resource teachers, and 1 instructional assistant

	Tier 1	Tier 2	Tier 3
Reading Whole Group	60 min.	60 min.	60 min
Reading Small Group	60 min. (3 groups at 20 min)	85 Min (2 groups of 25 min) Plus 35 min.- My Sidewalks	90 minutes My Sidewalks (2 to 3 groups based on # of students)
Writing	50 minutes	50 minutes	50 minutes
Enrichment	25 min.	None	None

The Intervention Specialist will provide services for one hour per grade level (e.g., 8:15-9:15 for Kindergarten, 9:15 -10:15 for Grade 1, 10:15-11:15 Grade 2, etc.).

The key theory of action is that without small group and individualized instruction, LEP students will struggle *both* academically and socially. The intervention class will also receive the highest student-adult ratio to support their growth and progress.

As discussed above, Tier I, II, and III supports will look different to meet students’ various needs. Tier I and II supports will be anchored in high-quality and consistent implementation of Reading Street whole class and small group instruction. Tier II support will be differentiated from Tier I by both time (dosage) and content focus of the small group instruction. Tier I small group instruction will be driven by the Reading Street “On-level” and “Advanced” small group lesson plans. Tier II small group instruction will happen every day and will be driven by the Reading Street “Strategic” small group lesson plans.

Tier III instruction will consist of selected components of Reading Street (i.e., those components that emphasize oral language, concept development, listening comprehension, etc.). Components of the program that require students to be reading at grade level (e.g., phonics, word analysis, etc.) will not be included. The small group instruction for Tier III students will be anchored by the My Sidewalks intervention program. My Sidewalks is an intensive reading intervention program that accelerates reading development amongst struggling readers. The My Sidewalks scope and sequence drive skills instruction; the intervention emphasizes vocabulary, phonics, fluency -- teaching less, more thoroughly.

Literacy Intervention Specialist

LFS will hire a new Literacy Intervention Specialist to support the literacy goals at the elementary school. The Literacy Specialist will oversee and monitor effective implementation of the reading curriculum. The specialist will serve as a master teacher who will mentor teachers and regularly observe classroom instruction. This will ensure that teachers are implementing the curriculum with fidelity and progressing through the curriculum at a standard pace. The specialist will not have an evaluative role; however, he/she will meet with teachers individually to discuss strategies and resources that the teacher could utilize to improve his/her instruction, thus helping teacher to develop professional learning plans.

The Specialist will coordinate the intervention program and support LEP students. The Specialist will organize and identify members of the Intervention Team. He/She will also recruit and train parent and community volunteers serving on the Team. By providing oversight to this team, the Specialist will maintain regular communication with Team members. The Intervention Team will meet monthly to discuss challenges, share promising practices, and monitor individual student progress. The Specialist will facilitate these meetings and prepare aggregate and student-level data reports. That way, Team members can strategize and create individualized action plans for students. The Specialist will also have an important parent outreach function. He/She will inform parents of their child's Tier I-III placement. The Specialist will spend time discussing students' test scores with parents, also providing information about the My Sidewalks intervention program. Parents of Tier III students, in particular, will be encouraged to attend monthly parent workshops. These workshops will provide parents with materials and strategies to support their child's reading development outside of the classroom (See Goal 3: Improve Parent Engagement).

The Literacy Intervention Specialist and Principal will also organize reading professional development sessions for elementary school teachers. This will include formal all-staff professional development sessions over the summer and during designated PD days throughout the school year. The Literacy Team will also facilitate some of the weekly common planning sessions (described below) to engage staff in conversations regarding students' reading proficiency and the reading curriculum.

Common Planning Time

In order to successfully implement the new district Reading Street curriculum and to ensure progress towards the school's literacy goal, teachers will have weekly common planning time. Creating a collaborative culture is critical at LFS. The principal will be a leader in allocating time for face-to-face collaboration and providing mechanisms for online information and document-sharing. Increased collaboration not only improves teachers' professional practice, it also promotes a positive school culture and collegiality amongst staff members.

Every week, teachers will have two common planning periods with their grade-level team. During this time, faculty will examine student work, share instructional successes and failures, develop lesson and unit plans, analyze data, and monitor student progress. Teachers will also be encouraged to meet with teachers in the grade below and above their grade; that way, the school will improve vertical alignment across grade levels. Also during this common planning time, up to five teachers can be pulled for individualized support with the literacy or math coach.

In addition to weekly common planning sessions, faculty members will attend monthly faculty meetings. Faculty will use this time to review data, develop action plans to address data trends, learn how to create a professional learning community, discuss strategies for differentiation, and establish strategies that will lead to better classroom management.

PD for ESL Instruction

Faculty will engage in mandatory professional development days that will focus on students' needs and walkthrough observations. Professional development days will occur quarterly. Paraprofessional will also take part in these professional days and learn how to effectively support teacher and student learning.

PD for 2010-2011:

► *Strategies for Sheltered English Instruction*

This professional development session will provide an overview of the components of effective sheltered instruction. In addition, ideas for integrating strategy instruction will be explored so that teachers will be able to scaffold students with layers of teaching and learning strategies in an effort to increase students' accessibility to the regular grade-level curriculum.

► *Strategies for Working with Students with Interrupted Formal Education (SIFE)*

This professional development will provide teachers with strategies for supporting students with interrupted or limited former schooling in the classroom. Teachers will develop a deeper understanding of the unique instructional needs of SIFE students and strategies that can be used to make the content accessible to these students

► *Study of the WIDA English Language Proficiency Standards*

K - 12 ELL teachers will study the WIDA ELP Standards in order to develop an understanding of the organization and structure of the WIDA ELP Standards and learn to use the Standards in conjunction with the local GLEs/GSEs.

► *PD for 2011-12*

The goal will be to deepen teachers' understanding of sheltered instruction and how to use the WIDA standards in conjunction with the GVC in order to make it more accessible to ELLs.

PD is a necessary input for addressing the school's ELA proficiency goal. One major impediment is that many teachers are not formally trained ESL instructors. Regardless of whether a teacher serves on the Intervention Team, all teachers must be trained in ESL/bilingual instruction. Given that over one-third of the students at LFS are LEP status, teachers must have the tools, skills, and resources to serve these students. The district-wide 2010-2011 PD plan designed to support LEP instruction is shown at right.

While professional development will continue to be available at the District level, significant job-embedded opportunities, built upon existing structures, will also be provided. To support school-based learning, teachers in specific grade bands will have two common prep periods each week to support collaboration in grade level teams. Session notes and attendance will be taken at each meeting and saved in a binder in the office, by grade level. The school will function as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes. Faculty meetings will occur monthly, and all staff members will be expected to attend.

Use of Data

LFS will use the CARA (Collect, Analyze, Reflect, Act) model for all decision-making. In so doing, LFS will create a data-driven culture amongst faculty and staff. The principal will interpret and share assessment data in a user-friendly format so that teachers can use the data to drive instruction. Based on the data, faculty and administrators will collaboratively create plans to address every student's academic needs. Staff will pinpoint the exact areas where students are "off-track," apply necessary interventions, and monitor progress in those areas.

The principal will conduct a comprehensive and in-depth analysis of the school's data, including student achievement data, instructional practice data, and trend data. This analysis will include a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that will frame walkthroughs to provide common instructional data collected in a consistent way. As noted, data will be collected frequently and presented in a user-friendly way. The principal will establish a data wall to publicly monitor student progress.

Teachers will consult data during weekly common planning sessions; the purpose of these meetings will be to use data to drive instructional improvements. Quarterly ACT (Administrator, Coach, and Teacher) meetings will occur with each teacher to discuss student data and progress.

Assistant Principal

LFS will hire a new Assistant Principal. This administrator will manage all school operations. Though indirectly related to ELA and math proficiency, this administrator will relieve the Principal of all operational functions, allowing the Principal to focus on teaching and learning, thus strengthening the ELA and math programs. The AP will alleviate some of the burden that the Principal experiences by using a model of distributive leadership.

Extended School Day and School Year

In order to support the implementation of the new curriculum,, strengthen the intervention program, and increase time for teacher collaboration, LFS will institute a longer school day and school year.

Proposed LFS Schedule					
	Mon	Tues	Wed	Thurs	Fri
Student Schedule	8:15-3:45	8:15-3:45	8:15-2:30 2:30-3:45 (Co-curricular enrichment)	8:15-3:45	8:15-3:45
Teacher Schedule	8:00-4:00	8:00-4:00	8:00-4:00	8:00-4:00	8:00-4:00
Common planning time by subject and grade			2:30-4:00		

Goal 1 Implementation Timeline

Year 1	<ul style="list-style-type: none"> • School day/year restructured • New curriculum implemented • Faculty trained on the new curriculum, interventions, and ESL instruction • Daily walkthroughs conducted • New student intervention program implemented • Literacy Instructional Specialist hired • Data analyzed and used to inform decision-making • Assistant Principal hired
Year 2	<ul style="list-style-type: none"> • New curriculum and intervention program evaluated • Programs modified, as needed • Daily walkthroughs conducted • Ongoing PD offered to teachers, particularly in the area of ESL instruction • Data analyzed and used to inform decision-making
Year 3	<ul style="list-style-type: none"> • New curriculum and intervention program evaluated • Programs modified, as needed • Daily walkthroughs conducted • Ongoing PD offered to teachers, particularly in the area of ESL instruction • Data analyzed and used to inform decision-making

V. Goal 2: Increase Math Proficiency

2 Increase math proficiency school-wide and address achievement gaps.

- 2.1. Extend school day
- 2.2. Extend school year
- 2.3. Implement year 2 of the District/ enVision math curriculum
- 2.4. Use Tier II and III of the math curriculum for differentiation
- 2.5. Hire Math Intervention Specialist
- 2.6. Develop a structured PD cycle for the new math curriculum
- 2.7. Analyze and use formative assessment data to drive instruction
- 2.8. Provide structured weekly common planning time

*Note: Many of the math strategies mirror those that will be employed for ELA (e.g., common planning time, professional development, use of data); therefore, please reference the appropriate sections under Goal 1: ELA Proficiency for a fuller description of their use and implementation in mathematics.

District and enVisions Math Curriculum

NECAP math proficiency scores show no improvement over the past several years. At 19% percent proficient or better, the current math proficiency level is the school's lowest in five years. Additionally, NECAP data show significant and growing achievement gaps in math. In 2008, the 38% of male students scored Level 1 (significantly below proficient), compared to 50% of female students. In 2009, 42% of male students scored Level 1, compared to 60% of female students. From 2007 to 2009, the percentage of ELL students in Level 1 significantly increased from 55% to 84% for grade 3, 77% to 81% for grade 4, and 83% to 91% for grade 5.

This lack of growth validates the school's decision to transition to the new District Curriculum Framework and enVisions math program in 2009-2010. As the school continues to roll out the new curriculum, faculty will continue to receive extensive PD on how to implement the curriculum and use the math resources.

The District Curriculum Frameworks in both math and science were developed through collaboration between Providence Public Schools and the Charles A. Dana Center at the University of Texas at Austin. Rhode Island Grade-Level Expectations and Grade Span Expectations provide the foundation for these curricula, ensuring that these frameworks are guaranteed and viable. The standards-based curriculum provides system-wide consistency, which is important in a district with such high mobility rates between schools.

The curriculum offers grade-specific math books for teachers (excerpt provided at right for Grade 4). These books provide teachers with a yearly overview, scope and sequence, unit materials, RI's GLEs and GSEs, research-based instructional strategies, key vocabulary, and NECAP itemization. The District Curriculum Frameworks are part of a district-wide initiative to "increase student achievement in PPSD by aligning curriculum, instruction, and assessments to state standards." The new curriculum defines both the content (what the students have to learn) and the performance standards for that content (how well they have to learn it).

The District Framework stops short of providing teachers with daily lesson plans; therefore, it does not eliminate the need for lesson planning. Similarly, it does not replace textbooks. That being said, LFS will supplement and implement the Framework with the enVision math program through Pearson.

enVision facilitates problem-based interactive math learning. enVision emphasizes and utilizes conceptual understanding (through interactive and visual learning), problem solving, Understanding by Design, and data-driven differentiation. enVision allows for ongoing diagnosis and interventions through data-driven differentiation. enVision is also teacher-friendly, in that it provides color-coded teacher editions.

Math Interventions and Math Intervention Specialist

The new math program will trigger math improvement school-wide; however, in order to address the growing achievement gaps, targeted interventions are also needed. As with ELA, faculty have committed to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing it (Tier II and III) as appropriate. Faculty will use student data to place students in one of three classrooms (Tier I to III) during the math block (see ELA section for further description).

Excerpt from:

Grade 4 Mathematics

Yearly Overview

Quarter 1 (9/1/10 to 11/12/10)

Unit	Days	Unit Title and Essential Questions
1.1	8	Comparing and Ordering Numbers <ul style="list-style-type: none"> What are some ways to represent numbers up to 999,999? What are strategies for comparing and ordering numbers? How can you round numbers? When is estimation appropriate? How are decimals related to money? What are some ways to compose a number?
1.2	8	Adding and Subtracting Whole Numbers <ul style="list-style-type: none"> How can you use mental math to add and subtract? How can you estimate sums and differences of whole numbers? How can you determine what information is missing and needed to solve a problem? How can you add whole numbers? How can you subtract whole numbers? What strategies do you use to subtract from multiples of 100? How can a bar diagram help you to solve addition and subtraction problems?

Tier III classes will be taught by a team of educators, including the Math Intervention Specialist. That way, the students with the weakest math performance will have the most adult support.

The Math Intervention Specialist will be responsible for organizing students and the Intervention Team. The Specialist will communicate students' math proficiency levels with parents. He/She will work closely with the Intervention Team to provide training and support and to regularly discuss student progress.

Similar to the Literacy Specialist, the Math Specialist will be a master math teacher. The Specialist will serve as a mentor for all elementary teachers. He/She will conduct daily walkthroughs to monitor the fidelity of implementation and pacing. Based on these walkthroughs, the Specialist will provide support to teachers whose math instruction is in need of improvement. The Specialist will meet one-on-one with struggling teachers during the common planning period.

The Math Specialist and Principal will organize all math-related professional development for the school. This team will also analyze and provide regular reports of math data and formative assessments.

Fidelity of Implementation

The success of the new ELA and math curricula is contingent upon proper implementation. For that reason, the Instructional Leadership Team will use the CWT tool to monitor the fidelity of implementation. Literacy and Math Specialists will work with staff to support their adoption of these new programs. Specialists will conduct daily walkthroughs to monitor pacing and offer formative feedback to teachers.

Staff members will be asked to commit to an ongoing performance management process. This will include announced, formal evaluations and unannounced, informal observations. School leaders will engage in a seven-step walkthrough process (shown at right) on a daily/weekly rotating schedule to support measurable change in practice. This will enhance the school's capacity to

7-Step Walkthrough Process:

- 1) Setting a clear **purpose for the walk**, based on student data that indicates a problem of practice
- 2) **Collecting common data in a common way**, using handheld technology
- 3) **Analyzing the data** to explore dominant instructional practices, differences between grade bands, changes over time, and multiple other areas of concern
- 4) **Reflecting on and discuss in the data**, in faculty meetings, PLC sessions, ILT meetings, etc.
- 5) Using the analyzed data to collaboratively **develop/update an Action Plan** to address areas of concern
- 6) **Implementing the Plan**
- 7) Using handheld technology to **monitor the implementation** of the plan, measure its impact, and determine the focus of new walks

promote, support, and sustain effective teaching practices and improved student achievement.

Goal 2 Implementation Timeline	
Year 1	<ul style="list-style-type: none">• School day/year restructured• New curriculum implemented• Faculty trained on the new curriculum and interventions• Daily walkthroughs conducted• New student intervention program implemented• Math Instructional Specialist hired• Data analyzed and used to inform decision-making• Assistant Principal hired
Year 2	<ul style="list-style-type: none">• New curriculum and intervention program evaluated• Programs modified, as needed• Daily walkthroughs conducted• Ongoing PD offered to teachers• Data analyzed and used to inform decision-making
Year 3	<ul style="list-style-type: none">• New curriculum and intervention program evaluated• Programs modified, as needed• Daily walkthroughs conducted• Ongoing PD offered to teachers• Data analyzed and used to inform decision-making

VI. Goal 3: Improve Parent Engagement

3

Improve parent engagement.

- 3.1 Establish Parent Teacher Organization office
- 3.2 Host monthly PTO meetings
- 3.3 Create Family Engagement Plan
- 3.4 Establish full-service community school
- 3.5 Encourage parent volunteers
- 3.6 Host monthly parent workshops
- 3.7 Create a system and process for regular communication with parents (e.g., monthly newsletter)
- 3.8 Distribute and explain student trackers/report cards
- 3.9 Host family literacy/ESL classes

Parent Teacher Organization and PTO Office

In the past, parent engagement at LFS has been weak and inconsistent. For example, only 61 out of 450 parents completed the Parent and Community Survey in June 2010. On average, 6 parents attended Parent Teacher Organization (PTO) meetings. Only two parents attended School Improvement team (SIT) meetings; however, these meetings were hosted at 8:00 AM, which may have been prohibitive for some parents. The lack of parent engagement is caused by two major factors: (1) the school has made insufficient efforts to involve parents, and (2) parents, for a host of reasons, fail to become involved in their child's education. In order to address the third school-wide goal of increased parent engagement, strategies must address these two overarching concerns.

The PTO will be central to this effort. The PTO will serve as vehicle through which to stimulate greater parent involvement. This committee will be open to parents, staff, and other members of the school community. Monthly meetings will be open to the public, and committee members will make a concerted effort to draw the highest-possible attendance. The PTO will advertise the agenda for these meetings through public mailings. The PTO will have several major responsibilities:

- Host monthly PTO meetings that provide parents with school updates, advertise upcoming family events, and give parents an opportunity to share concerns
- Assist the Principal in developing an annual Family Engagement Plan
- Develop a calendar that includes several family events throughout the school year (e.g., Open House, Bingo, Winter and Spring Concerts, Pumpkin Painting, and Family Talent Night)
- Recruit parents to join the PTO and other school-family committees/events
- Ensure a high response-rate for the Parent and Community Survey
- Identify opportunities for collaboration with other community-based organizations

- Support the planning of monthly parent workshops

In order to ensure that these functions are carried out, the PTO will elect a chairperson and secretary. The PTO will have an office with parent support information on the first floor of the school. That way, parents will have a visible presence in the school and a place where they will feel welcomed when they visit the building.

The PTO will work closely with other community-based organizations. For example, the PTO will work with Rhode Island Parent Information Network (RIPIN). RIPIN works to provide “information, support, and training to help all Rhode Islanders become their own best advocate at school, in healthcare ... in all areas of life.” RIPIN offers print materials and parent workshops, and the PTO will work collaboratively with RIPIN to advertise these opportunities and host events at LFS.

Parent Engagement Plan

The PTO will work with the Principal to create and implement a Family Engagement Plan based on the students, parent, and teacher surveys. The Principal will prepare and present an analysis of the survey results during one of the first PTO meetings of the school year. The team will look for “hot spots” or areas where parents, teachers, and students are particularly dissatisfied. The Parent Engagement Plan will outline family events for the school year, topics for monthly parent workshops, opportunities to host community volunteers at the school, and a detailed communication and outreach strategy designed to increase parent involvement.

Full-Service Community School

In order to support students’ socio-emotional needs and to further engage parents and community members, LFS will adopt the full-service community school (FSCS) model. A FSCS coordinates with community-based organizations, nonprofit organizations, and other public and private entities on the provision of comprehensive academic, social, and health services to students and their family members. In addition, a FSCS promotes parental engagement by bringing together many partners in order to offer a range of supports and opportunities for students and their family members.

This model is predicated on research, which suggests that student achievement is a function of students’ academic, social, and health needs being met. The FSCS model has already been successfully implemented in three elementary schools in Providence. The FSCS model includes:

- A two-generation strategy (parents and children treated as connected);
- Programming focused on helping students be successful – academically, socially, and emotionally;
- Support of parent engagement and parent efficacy and skills;

- Services developed based on an assessment of local needs;
- A place-based/school-based way of working that brings all available community resources to the table; and
- Implementation in an integrated, collaborative, aligned, and streamlined way.

Collectively, components of the FSCS model will not only improve the internal school culture, but also strengthen the broader school community.

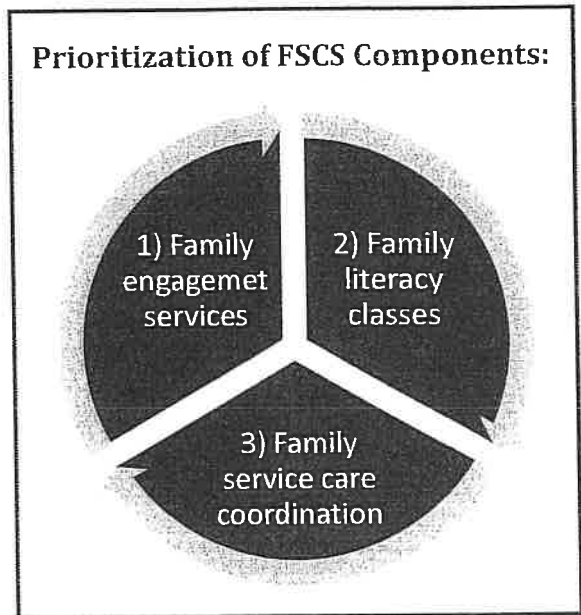
Monthly Parent Workshops and Parent Resources

The purpose of the parent engagement function is to engage all parents as active participants in their child's education. Many of LFS's parents may not feel like they have adequate skills or access to resources needed to be effective agents in their child's academic development. A major goal and challenge here will be to empower parents. Due to language barriers and a lack parents' own schooling, many parents do not know how to help their child and/or feel apprehensive in the school environment. To address this, LFS will host monthly workshops at the school.

Monthly parent workshops will be designed to equip parents with strategies and resources to become involved in their child's education. The workshops will highlight a different topic each month, but will share the overarching goal of making sure that parents feel empowered to effectively help their child. Additionally, the school will consider implementing a Raising Readers program. This program provides literacy/ESL classes for students and their families.

Communication with Parents

The Principal will spearhead a new monthly newsletter to provide parents with information about upcoming school events and parenting tips, as related to their child's education. This will be in addition to regular fliers sent home with students. The PTO office at the school will also house a number of informational brochures and documents for parents. The PTO and Principal will also explore opportunities for online communication with parents. Faculty will work collectively to provide parents with real-time data about their child's academic progress.



Goal 3 Implementation Timeline

Year 1	<ul style="list-style-type: none"> • PTO established • Parent attendance and participation monitored and tracked over time • Family Engagement Plan developed • Full-service community school model adopted • Parent volunteer recruited • Parent workshops hosted at the school • Communication process and system established
Year 2	<ul style="list-style-type: none"> • PTO grown over time • Parent attendance and participation monitored and tracked over time • Family Engagement Plan updated and refined • Full-service community school model evaluated and refined • Additional parent volunteer recruited • Parent workshops evaluated and refined • Communication process maintained and refined
Year 3	<ul style="list-style-type: none"> • PTO grown over time • Parent attendance and participation monitored and tracked over time • Family Engagement Plan updated and refined • Full-service community school model evaluated and refined • Additional parent volunteer recruited • Parent workshops evaluated and refined • Communication process maintained and refined

VII. Accountability and Evaluation

Benchmarks for Success

Benchmarks for both math and reading (see charts below) serve as a mechanism for both internal and external accountability (see attached for more detail on benchmarks, including additional benchmarks and benchmarks by subgroup).

Math Goals (1): Address the number of students scoring “proficient” or “proficient with distinction.”	Baseline data and annual targets			
	<i>Baseline: Fall 2009 Testing Data</i>	<i>Fall 2010 Data</i>	<i>Fall 2011 Data</i>	<i>Fall 2012 Data</i>
Increase the percentage of students in grades 3-5 scoring in the Proficient range on the NECAP Math from 19% to 70% by October 2012.	19%	33%	50%	70%

Math Goals (2): Address the number of students scoring “substantially below proficient.”	Baseline data and annual targets			
	<i>Baseline: Fall 2009 Testing Data</i>	<i>Fall 2010 Data</i>	<i>Fall 2011 Data</i>	<i>Fall 2012 Data</i>
Decrease the percentage of students in grades 3-5 scoring in the Substantially Below Proficient range on NECAP Math from 63% to 15% by October 2012.	63%	50%	33%	15%

Reading/Language Arts Goals (1): Address the number of students scoring “proficient” or “proficient with distinction.”	Baseline data and annual targets			
	<i>Baseline: Fall 2009 Testing Data</i>	<i>Fall 2010 Data</i>	<i>Fall 2011 Data</i>	<i>Fall 2012 Data</i>
Increase the percentage of students in grades 3-5 scoring in the Proficient range on NECAP (New England Common Assessments Program) Reading from 37% to 70% by October 2012.	37%	45%	55%	70%
Increase the percentage of students in grade 5 scoring in the Proficient range on NECAP Writing from 34% (in Oct. 2008) to 70% by October 2012.	34%	45%	55%	70%

Reading/Language Arts Goals (2): Address the number of students scoring “substantially below proficient.”	Baseline data and annual targets			
	<i>Baseline: Fall 2009 Testing Data</i>	<i>Fall 2010 Data</i>	<i>Fall 2011 Data</i>	<i>Fall 2012 Data</i>
Decrease the percentage of students in grades 3-5 scoring in the Substantially Below Proficient range on NECAP Reading from 33% to 15% by October	33%	25%	20%	15%

2012.				
Decrease the percentage of students in grades 5 scoring in the Substantially Below Proficient range on NECAP Writing from 39% (in Oct. 2008) to 15% by October 2012.	39%	33%	25%	15%

Teacher Evaluation

In the spring of 2011, RIDE will provide a new system of teacher evaluation to be piloted in the UP! schools. The system of evaluation will be based on the statewide AFT-sponsored evaluation protocols.

Principal Performance Metrics

In addition, PPSD has recently rolled out a new evaluation system for school leadership.

Elementary School (K-5) Principal Performance Metrics

School Name: Lillian Feinstein Elementary School Principal: Jose Valerio

Addressing Teacher Evaluation

	Baseline	2010-2011
% Completed	3 of 3 (100%)	100%

Addressing Attendance Behavior

Grades K-5	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Attendance	92.9%					95%

Addressing Student Mastery of Standards

NECAP Percent Proficient						
Grade 3-5	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	36%					90%
Mathematics	19%					77%
Science	13%					79%
Alternate Assessment (RIAA) – Percent Proficient						
Grade 2-5	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Reading	0/0 (NA)					90%
Mathematics	0/0 (NA)					77%

Science	0/0 (NA)					79%
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Addressing Achievement Gap - Testing Year*

Reading

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	21					10
Black - White	9					4
Free/reduced – non free/reduced	23					11
With IEP – without IEP	27					13
ELL – non ELL	19					9

Mathematics

Groups Compared	Baseline	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Hispanic - White	19					9
Black - White	23					11
Free/reduced – non free/reduced	10					5
With IEP – without IEP	15					7
ELL – non ELL	19					9



*calculated as % of students at Performance Levels 3 + 4 for group one minus % of students at Performance Levels 3 + 4 for group two.

**less than ten students in group 1 or 2.

VIII. People, Time, and Resources

In summary, the success of the restart model at Woods/Young Elementary School will be determined by a multitude of factors; however, three primary inputs will be critical in driving this success. First, the school must secure appropriate staff members and establish strategies to build internal capacity. Second, teachers and students need additional time to facilitate both teaching and learning. Third, in order to implement bold reforms, the school must have access to sufficient resources.

The following chart summarizes the people, time, and resources that will be foundational to this restart effort. These elements have been discussed throughout this School Reform Plan (Note: This chart outlines new staff, changes to the school schedule, and additional resources required). For greater detail, please reference the SIG budget.

	<h3>People</h3> <p>New staff, increasing school capacity to meet the needs of students and their families.</p> <ul style="list-style-type: none">• Turnaround Principal. To lead to the transformation of Woods/Young Elementary into a high-performing school (funds from the existing local budget).• Assistant Principal. To manage all school operations, allowing the principal to focus his time on teaching and learning.• Social Worker. To meet the socio-emotional needs of students and their families.• Literacy Instructional Specialist. To serve as a master teacher in literacy/ELA, provide support for struggling teachers, and coordinate all student literacy interventions.• Math Instructional Specialist. To serve as a master teacher in math, provide support for struggling teachers, and coordinate all student math interventions.
	<h3>Time</h3> <p>Additional time for teaching and learning.</p> <ul style="list-style-type: none">• Extended school year. 10 additional school days per year for teachers to give teachers additional time for planning and professional development.• Extended school day. A longer school day for both students and teachers (8:15 to 3:45 for students and 8:00 to 4:00 for teachers) to allow for more instructional and learning time.• Common planning time. Weekly common planning sessions (2:30 to 4:00 on Wednesdays) to facilitate collaboration between teachers, allowing educators to share challenges and successful strategies.



Resources

Access to resources that are critical to the transformation process.

- **Parent engagement workshops and family literacy classes.** To engage families in their child's education and to provide parents with access to ESL classes.